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硕 士 学 位 论 文

任务型教学法在初级汉语综合课中应用
—以泰国纳瑞宣大学初级汉语学生为例

Application of Task-based teaching approach in the
Elementary Chinese integrated course
—Based on the primary Chinese students , Naresuan
University ,Thailand

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摘要

任务型教学法是以任务来组织教学，在任务的履行过程中，以参与、体验、互动、交流、合作的学习方式，充分发挥学习者自身的认知能力，通过教师引导语言学习者在课堂上完成任务来进行教学的一种有效的外语教学方法。本文主要概述了任务型教学法产生的背景、意义、理论和特征，描述了任务的定义、特点、类型、设计的原则和步骤；并以 15 个泰国纳瑞宣大学（NAREASUAN UNIVERSITY）初级汉语经贸专业选修课的学生为研究对象，采用文献法、实践法、调查法、统计处理法和对比分析法等研究方法，通过实践来检验任务型教学法在综合课堂中的应用效果，进而对这种教学方法进行更深入的探究。

本论文主要是根据 Willis（1998）的三阶段模式理论（即前任务、任务环和语言聚焦）以及学生需要学习汉语的调查结果来设计任务型教学法在初级汉语课堂中应用的教案，然后把这些教案在综合课堂中进行实践，并对结果进行统计分析和评价，以此来探究任务型教学法在综合课堂中应用的效果。研究结果显示：通过任务型教学法在初级汉语综合课中的实施，学生的汉语听说能力、阅读能力以及汉语知识和写作能力都有比较明显的进步；学生的团队合作精神也有了显著的提升；学生在运用汉语进行交流的时候显得更加轻松；另外学生对任务活动更加感兴趣，进而增加了他们对于汉语学习的感兴趣程度。通过本文的研究，笔者希望能够引起初级汉语综合课教师对“任务型教学法”的重视并有效地应用于课堂教学中，从而提高学生汉语听、说、读、写等各方面的知识水平和在日常生活中的应用能力，进而在整体上提高学生的汉语水平。

关键词：任务型教学；对外汉语；综合课

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Abstract

Task-based teaching approach is an effective foreign language teaching method and is mainly based on the task to organize the teaching, in the implementation process of the task, by means of participation, experience, interaction, exchange and collaborative learning to give full play to the learner's own cognitive abilities, guide language learners in the classroom by teachers to complete the task of teaching. In this thesis, we provided an overview of Task-based teaching approach about the background, significance, theory and characteristics, and then described the definition of the task, characteristics, type and design principles and steps; we took the 15 students who chose the Elementary Chinese economic and trade elective courses in Thai, Naresuan University as the research object, and used some effective research methods such as literature law, practice law, survey method, statistical processing method and contrast analysis method to test the effect of Task-based teaching approach which was used in the Chinese integrated classroom, and then make more in-depth inquiry on this teaching method.

This article is also based on the Willis (1998) three-stage model theory (the Pre-task, Task cycle and language focus) as well as the survey result about why students need to learn Chinese to design the lesson plans of Task-based teaching approach, and then put these lesson plans into practice in the Chinese integrated classroom, and take statistical analysis and evaluation on the research results, in order to explore the application of the results of the Task-based teaching approach in the Chinese integrated classroom. The results show that: By means of the implementation of the Task-based teaching approach in the Elementary Chinese integrated course, students' Chinese listening ability, speaking ability, reading ability, writing skills, and knowledge of Chinese are more obviously progress; students' team spirit has also been significantly improved; it is more easily and fluently when students communicate with each other in Chinese; in addition, students are more interested in task activities, thus increasing the level of interest for Chinese learning. Through this study, I want to be able to make teachers who teach the elementary Chinese pay more attention on the Task-based teaching approach and effectively use this language

teaching method during the process of teaching in classroom, thereby enhancing the students' ability of Chinese listening, speaking, reading, writing and increasing other aspects of knowledge and the capacity to learn and use Chinese in normally life, and thus improve the students' overall level of Chinese.

Key words: Task-based language teaching (TBLT); Teaching Chinese as a foreign Language; Integrated curriculum

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